

Arizona Department of Education



STANFORD

ACHIEVEMENT TEST

Ninth Edition

Spring 2003

Grades 2 through 9



Building Coordinator's Manual

Arizona Student Achievement Program



**Harcourt
Educational Measurement**

A Harcourt Assessment Company

999-8090-47-9

Copyright © 2003 by Harcourt Educational Measurement

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher, except for the printing of complete pages, with the copyright notice, for instructional use and not for resale.

HARCOURT and the Harcourt Logo are trademarks of Harcourt, Inc., registered in the United States of America and/or other jurisdictions.

Portions of this work were previously published.

Printed in the United States of America

998259479

TABLE OF CONTENTS

| | |
|---|-----------|
| GENERAL INFORMATION | 4 |
| RESPONSIBILITIES OF THE BUILDING TEST COORDINATORS/TEST ADMINISTRATORS ... | 6 |
| PROCEDURES PRIOR TO TEST ADMINISTRATION | 6 |
| Preparing Test Administrators | 6 |
| Establishing the Most Beneficial and Valid Testing Conditions | 6 |
| Assisting Teachers in Scheduling Test Sessions | 7 |
| Preparing to Test | 7 |
| Preparing Students | 8 |
| Testing of Exceptional Students | 8 |
| PROCEDURES DURING TEST ADMINISTRATION | 8 |
| Maintaining Standardization Conditions | 8 |
| Calculator Use | 8 |
| Adhering Strictly to Time Limits | 9 |
| Subtests With Sitzings and Attemptedness Checks | 9 |
| Monitoring During the Test | 9 |
| Handling Emergency Situations Properly | 9 |
| Distributing Answer Documents and Test Booklets to Students | 9 |
| Completing Identification Information on the Student Answer Document | 10 |
| Guidance for Answering Additional Questions on <i>Stanford 9</i> Answer Documents ... | 11 |
| Adaptations | 16 |
| Coding the "OTHER INFORMATION" Field | 18 |
| Using the Otis-Lennon School Ability Test (OLSAT7) Answer Spaces (OPTIONAL) .. | 19 |
| Beginning to Test | 19 |
| PROCEDURES FOLLOWING TEST ADMINISTRATION | 19 |
| Inspecting Answer Documents | 19 |
| Organizing Answer Documents After Testing – Grades 2 through 9 | 19 |
| Instructions for Completing the Scoring Service Identification Sheet | 20 |
| Returning Materials | 23 |
| Building Test Coordinators' / Test Administrators' Checklist | 23 |
| APPENDICES | |
| APPENDIX A: Preliminary Preparation for Testing | 24 |
| APPENDIX B: Time Schedule for Test Administration | 26 |
| Subtests with Multiple Sitzings and Attemptedness Checks | 26 |
| LIST OF FIGURES | |
| FIGURE 1: Test Levels and Forms | 5 |
| FIGURE 2: Schedule of Important Dates | 5 |
| FIGURE 3: Identification Grid on Answer Document, Page 4 | 14 |
| FIGURE 4: Identification Grid on Answer Document, Page 3 | 15 |
| FIGURE 5: "OTHER INFORMATION" Section | 18 |
| FIGURE 6: Scoring Service Identification Sheet (SSID), Side 1 | 21 |
| FIGURE 7: Scoring Service Identification Sheet (SSID), Side 2 | 22 |

GENERAL INFORMATION

The Arizona Student Achievement Program uses the *Stanford Achievement Test Series*, Ninth Edition (*Stanford 9*), to test Word Study Skills (Grade 2 only), Reading Vocabulary (Grades 2 through 9), Reading Comprehension, Mathematics Problem Solving (Grades 2 through 8), Mathematics Procedures (Grades 2 through 8), Mathematics (Grade 9), and Language (Grades 2 through 9). Districts also have the option, at district expense, of administering the *Otis-Lennon School Ability Test*, Seventh Edition (OLSAT7), in these grades. The *Stanford Achievement Test Series*, Ninth Edition (*Stanford 9*) is published by Harcourt Educational Measurement.

The instructions contained in this manual are a supplement to the *Stanford 9 Directions for Administering*. This manual deals with the responsibilities of the Building Test Coordinator and test administrator for receiving and distributing test materials, administering the tests, and collecting and returning answer documents to the District/Charter Holder Coordinator.

The *Directions for Administering* provide instructions for test preparation and administration in the classroom. These directions, as well as the instructions contained in this manual, should be read carefully before test materials are distributed and before test administration begins. **This year's testing is scheduled to occur March 17, 2003 through May 1, 2003.**

The *Building Test Coordinator's Manual* is divided into two sections. The first section describes the responsibilities of the Building Test Coordinators and test administrators who will actually administer the *Stanford 9*. Responsibilities of Building Test Coordinators and test administrators prior to, during, and after test administration are addressed.

The second section contains the Appendices. **Any page with a copyright notice at the bottom of the page may be photocopied if necessary and provided to each test administrator.**

GENERAL INFORMATION

| TEST LEVELS AND FORMS | | |
|-----------------------|------------------|-----------------|
| Grade | Stanford 9 Level | Stanford 9 Form |
| 2 | Primary 2 | TA |
| 3 | Primary 3 | TA |
| 4 | Intermediate 1 | TA |
| 5 | Intermediate 2 | TA |
| 6 | Intermediate 3 | TA |
| 7 | Advanced 1 | TA |
| 8 | Advanced 2 | TA |
| 9 | TASK 1 | TA |

Figure 1: Test Levels and Forms

| SCHEDULE OF IMPORTANT DATES | |
|---|--|
| Events | Dates |
| Test Materials Delivered to Districts | February 10–14, 2003 |
| Deadline for Additional Material Requests to Harcourt Educational Measurement | March 7, 2003 |
| Test Administration Dates | March 17–May 1, 2003 |
| Deadline to Schedule Pick-Up of Scorable Answer Documents for UPS | May 1, 2003 |
| Return of Materials to be Scored to the Harcourt Educational Measurement Scoring Center | May 6, 2003 |
| Final Date for Materials to be Received by Harcourt Educational Measurement | May 9, 2003 |
| Score Reports Due in Districts | 30 days after receipt of processable materials |

Figure 2: Schedule of Important Dates

RESPONSIBILITIES OF THE BUILDING TEST COORDINATORS/TEST ADMINISTRATORS

The following instructions are intended to supplement the *Directions for Administering* for *Stanford 9*.

PROCEDURES PRIOR TO TEST ADMINISTRATION**Preparing Test Administrators**

Building Test Coordinators must conduct training for test administrators. A review of the entire test administration procedure (schedules, assignments, etc.) at a staff meeting is necessary.

In staff meetings, discussions should cover the following:

- scheduling and timing of subtests
- room arrangements
- preparing students
- administrative procedures concerning secure materials
- completing student identification information
- test administration
- proctoring

Every effort should be made to ensure that the tests are administered properly. Any deviation from the procedures set forth in the *Directions for Administering* could invalidate the test results. The *Directions for Administering* should be distributed to the test administrators upon receipt in the building in order that teachers fully understand the procedures to be used. Test administrators should be reminded that the *Directions for Administering* booklet is secure. They should review the information for each subtest prior to testing.

Reference pages concerning the mechanics of coding the answer documents and Scoring Service Identification Sheets should be fully understood.

Establishing the Most Beneficial and Valid Testing Conditions

Test administrators must understand that the *Stanford Achievement Test*, Ninth Edition, is a “standardized” test. This means that test administrators should follow the *Directions for Administering* exactly as stated. They must administer the tests under “standardized” conditions. The test administration should be conducted in a room that does not crowd students. Good lighting, ventilation, and freedom from noise and interruptions are important factors to be considered when selecting a site. Comfortable seats and smooth, hard writing surfaces are also important. Writing surfaces should be large enough to accommodate a folded test booklet and an answer document.

The room should be prepared for test administration. Information displayed on bulletin boards, chalkboards, or charts that might be used by students to help answer questions **should be removed or covered**.

Test administrators will find it helpful if they place a “Testing – Do Not Disturb” sign on the door. You may wish to block off hallways by posting signs in halls and entrances. Reroute traffic if necessary to promote maximum testing conditions.

Students should be seated in such a way that they will not be tempted to look at the answers of others. Arrangements for the seating of students should be completed prior to the test administration.

Test administrators should be reminded that testing students in classroom-sized groups is preferable to administering tests to large groups in large facilities. Establishing smaller groups lessens test fear and anxiety for the student and facilitates monitoring and control by the test administrator.

Assisting Teachers in Scheduling Test Sessions

Make certain that the allotted time for each test session has been arranged in each classroom/grade. **All tests, including make-up tests, must be completed by May 1, 2003.**

A proposed schedule for the administration of the *Stanford Achievement Test*, Ninth Edition, can be found in the *Directions for Administering* and on page 5 of this manual. The time limits for each subtest must be strictly followed. Provide the number of minutes of uninterrupted testing time indicated for each subtest, NO MORE, NO LESS.

Preparing to Test

Maintain all student test materials in a locked storage area until the time of test administration. No student or teacher should be allowed to examine a test booklet prior to testing nor should any part of a test booklet or the *Directions for Administering* be reproduced.

Be sure you have the following supplies available for use during testing:

- a sufficient quantity of No. 2 pencils with erasers,
- pencil sharpeners,
- blank scratch paper for mathematics (DO NOT RETURN TO HARCOURT),
- answer document for demonstration (or Grade 2 machine-scorable test booklet),
- timing device (accurate to the nearest second), and
- a "TESTING – DO NOT DISTURB" sign to post on the classroom door.

Practice tests are provided for students at Grades 2 through 4. Practice tests should be given within the week before beginning the administration of *Stanford 9*. Specific *Directions for Administering* for the practice test accompany the practice tests.

Under no circumstances should you begin a subtest unless there is enough time to complete it.

Preparing Students

The purpose of an achievement test is to obtain accurate estimates of student achievement of important, commonly accepted educational objectives. For schools to attain this goal, students must be willing and able to do their best on the tests.

The teacher is responsible for orienting students to the test-taking process. A basic assumption in test administration is that all students understand what they are expected to do, including how they are to mark their answers. If this assumption is incorrect, no meaningful interpretation of the test results is possible.

Teachers can orient students to the testing process by:

- announcing the test dates and schedule to students in advance,
- systematically teaching students about the mechanics of the test-taking process,
- using practice tests with students in Grades 2 through 4 in the week prior to test administration, and
- helping students understand the purpose of the testing program.

Testing of Exceptional Students

In general, all students should be encouraged to take the tests and put forth their best efforts. The Arizona Legislature requires that all students in Grades 2 through 9 be tested and that their parents be informed of the student's achievement in relation to all other students tested. However, some students may be unable to respond appropriately in a group testing situation, thus giving an invalid picture of their actual achievement levels. Therefore, individual students may be excluded from testing if their IEP recommends it.

Districts that have a need for a Large Print or Braille edition of the *Stanford 9* should receive their copies of the Large Print and/or Braille edition as requested.

See page 16 for more information on the testing of exceptional students.

PROCEDURES DURING TEST ADMINISTRATION

Maintaining Standardization Conditions

Administration of tests for the norming of *Stanford 9* was conducted under normal classroom conditions. Therefore, maintaining control over group and facility size will aid in replicating "standardized" testing conditions.

At the beginning of each test, the test administrators should tell the students that some of the items will be difficult and that while they are not expected to get all the items right, they should attempt to answer correctly as many items as possible. This assurance should be given repeatedly in order to motivate students who might have a tendency to give up. In addition, students should be encouraged to use any remaining test time to check answers.

Examiners should adhere strictly to the directions as written. When asked, they should answer questions raised by students, but they should never help the class or individual students with specific test items.

Calculator Use

Calculator use is not permitted in Arizona Student Achievement Program testing.

Adhering Strictly to Time Limits

Most standardized tests have time limits. These limits allow students to attempt all of the items that they are capable of completing. Time limits for a test should never be extended. Extending the time limit will invalidate comparisons with the norm group. Refer to Appendix B, pages 26 and 27, for a time schedule for test administrators. **Follow the *Directions for Administering*. Observe all stop and start commands and time limits.**

Subtests With Sitzings and Attemptedness Checks

Refer to Appendix B (see pages 26 and 27) for a complete explanation of attemptedness rules.

Monitoring During the Test

During the test administration, test administrators should monitor the testing process by moving unobtrusively about the room. It is difficult to observe the testing in progress if one merely stands in the front of the room. In moving about the room, test administrators should check that students are working on the correct page, are turning pages when necessary, are marking answers properly, and are not spending too much time on any one item. It is often helpful to have a second person in the room to assist in the test administration and monitoring.

Have extra pencils, erasers, and scratch paper available in an accessible place. Scratch paper must be collected by the test administrator after each subtest where it is used and returned to the Building Test Coordinator after testing for proper disposal.

Handling Emergency Situations Properly

Occasionally an emergency beyond the control of the test administrator will arise, necessitating some unusual action. For example, if a student becomes ill during the course of a test, the testing session for that student should be ended immediately. The booklet should be collected and a note made of the amount of time that has elapsed since the test began. It is then permissible to continue the test at some later time. In such cases, a few minutes should be set aside for orientation at the beginning of the new session. If the student does not complete the test in a later make-up session, items attempted during the abbreviated period should be erased. Often, emergency conditions can be anticipated. Thus, if the examiner knows that a particular student is not feeling well, that student may be excused at the start of the testing session. The teacher will be able to get a true picture of this student's achievement later with a make-up testing session and will not have taken the chance of having the entire class activity disrupted.

Distributing Answer Documents and Test Booklets to Students

Distribute a test booklet and answer document to each student. Verify that the correct form and level of machine-scorable test booklet, reusable test booklet, and/or answer document are appropriate for the grade being tested. See Figure 1 on page 5. Explain the format of the answer document to students and remind them to fill in the bubbles completely and to be careful not to make stray marks on the answer document. Erasures must be thorough and clean in order to ensure correct scoring. Item numbers must be carefully followed, and double-marking in the same row is to be avoided.

If you choose to allow students to complete the identification information on the back of the answer document, then carefully follow the directions that follow.

Completing Identification Information on the Student Answer Document

The identification information on the back cover and inside back cover of the answer document will be completed as follows:

- Students will complete numbers 1–10 and 13.
- School or district personnel will complete numbers 11 (optional), 12, and 14–16.

The numbered list is for locating fields on the student demographic page in Figure 4A.

- 1) STUDENT NAME (use legal name, not nicknames)
- 2) TEACHER
- 3) SCHOOL
- 4) DISTRICT
- 5) GENDER
- 6) GRADE
- 7) DATE OF BIRTH
- The following are grid fields. Complete as follows:
- 8) LAST NAME, FIRST NAME and MI (middle initial) – Print in the boxes above the name grid and fill in the bubbles to match the letters of the name (left justify).
- 9) DATE OF BIRTH – Grid in MONTH, DAY, and YEAR. DAY must be 2 digits (e.g., third day of the month = 03).
- 10) GENDER – Fill in the bubble for Female or Male.
- 11) STUDENT NUMBER – District option (left justify, if used).
- 12) OTHER INFORMATION – The directions for gridding this section can be found on pages 18–19. This section must be completed by the test administrator or the Test Coordinator after test administration.
- 13) DEMOGRAPHIC INFORMATION – Have the students answer questions 1 through 6.
- 14) SPECIAL PROGRAM MEMBERSHIP – Select all that apply. See pages 11–13 for descriptions of special programs.
- 15) FOR ENGLISH LEARNERS AND FLUENT ENGLISH PROFICIENT STUDENTS – Answer questions 8 through 11.
- 16) DISABILITIES – Select all that apply.

GUIDANCE FOR ANSWERING ADDITIONAL QUESTIONS ON STANFORD 9 ANSWER DOCUMENTS

1. **Grade Enrolled** (Select one only.): Indicate the grade in which the student is currently enrolled. In some cases, the grade in which the student is enrolled may be different from the grade level of the assessment.
2. **Racial/Ethnic Background** (Select one only.): Indicate the racial or ethnic background of the student.

White (Not Hispanic): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black or African American (Not Hispanic): A person having origins in any of the black racial groups of Africa.

American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin, regardless of race.

3. **Did you start the school year at this school?** Indicate whether the student began the school year (or within the first 2 weeks of the start date) at their current school.
4. **Number of Years in the School** (Select one only.): Indicate the number of consecutive years that a student has been attending this school, counting the current school year. For example, for a student who began this school year at this school, but was not enrolled in this school last academic year, select bubble "1." For a student who first enrolled in the school halfway through this school year, select bubble "Less than 1."
5. **Number of Years in the District** (Select one only.): Indicate the number of consecutive years that a student has been attending this school district, counting the current school year. For example, for a student who began this school year in this district, but was not enrolled in this district last academic year, select bubble "1." For a student who moved into the district halfway through this school year, select bubble "Less than 1."
6. **Primary language spoken at home** (Select one only.): Indicate the primary language spoken at home. This may or may not be the student's dominant language.
7. **Special Program Membership** (Select all that apply.): Indicate any educational programs in which a student currently participates. School or district personnel should complete the section of the answer document after the student has finished the test.

Title I – Students to be included in this area are eligible to receive Title I services and are currently receiving such services at a selected Title I school.

English Learner Program – Students to be included in this area have been previously identified as those students who have sufficient English to succeed in English-only classrooms. They are developing proficiency in English.

504 Accommodation – Students to be included in this area have been previously identified in accord with the provisions in Section 504 of the Rehabilitation Act of 1973. Such students may be further identified as those with an active 504 plan that states allowable educational accommodations. Students covered by a 504 accommodation plan are not eligible for modifications to the test. They are eligible to receive accommodations as determined by the IAP team.

Migrant Education – Students to be included in this area are between the ages of 3 and 21 and have moved within the last 36 months for the purpose of obtaining agricultural employment.

Special Education – Students to be included in this area have been previously identified in accord with federal, state, and district guidelines and procedures. Such students have an Individualized Education Program (IEP) and are currently receiving services as stated in their IEP to accommodate their disability.

Gifted Education – Students to be included in this area have been previously identified in accord with district procedures as eligible for services offered to gifted and talented students. They may or may not be receiving such services.

Vocational Education (Career and Technology Education) – Students to be included in this area have been, or are currently enrolled in, two or more career preparation classes. This includes career preparation for agricultural sciences, business, hospitality, marketing, foods, child care, health occupations, or trade and technology sciences.

Home School – This bubble must be filled in if the students testing at your school are home schooled.

Questions 8–11 apply only to English learners. The school or district personnel most familiar with a student's English learner status and instructional program should answer the following questions:

8. Level of English Proficiency (Select one only.):

EL (English Learner) – Students whose first language is not English and who are in the process of learning English. The student is not currently able to perform ordinary classroom work in English.

FEP (Fluent English Proficient) – An English learner who has met the requirements needed to exit from an English Learner program.

9. Number of years classified as identified in Question 8, including the current school year (Select one only.): Indicate the number of consecutive years that a student has been classified, in any school in your district, as EL or FEP (depending on the answer to Question 8). Include the current school year.

10. In what type of EL Program is the student enrolled? (Select one only.):

Structured English Immersion (or Sheltered English Immersion) – This is an English language acquisition process for young children in which nearly all classroom instruction is in English but the curriculum and presentation are designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and mathematic subject matter are taught in English. Teachers may use a minimal amount of the child's native language when necessary, but no subject matter is taught in any language other than English. Children in this program learn to read and write solely in English.

Mainstream English Classroom – A classroom in which the students are either native English language speakers or already have acquired reasonable fluency in English.

Bilingual with Waiver – For students who have a waiver from the requirements of A.R.S. § 15-752, under A.R.S. § 15-753, indicate the program type which best describes the bilingual program in which the student is enrolled.

Transitional bilingual education – This is the designation for an organized program in which participating pupils receive instruction in and through English and the primary home language of the pupils.

Bilingual/bicultural – A Bilingual-Bicultural Program for kindergarten and grades 1–8 or for kindergarten and Grades 1–12 uses two languages, one of which is English, as a means of instruction. The goal is to build on and expand the existing language skills of each participating pupil and to enable the pupil to achieve competency and literacy in both languages. The instruction includes the history and culture of Arizona and the United States, as well as customs and values of the cultures associated with the languages being taught.

Dual language education – Also known as two-way or developmental, these bilingual programs allow students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised on half native English speakers and half native speakers of the other language.

11. Number of years in the EL Program identified in Question 10, including the current school year (Select one only.): Indicate the number of consecutive years that a student has been in the EL Program identified in Question 10. Include the current year. It is likely that the answer for most students will be "1" year or "2" years.

BUILDING TEST COORDINATORS/TEST ADMINISTRATORS

SPRING 2003

STANFORD
ACHIEVEMENT TEST

2003

| | | | |
|----------|--------------|----------|---------------|
| 1 | STUDENT NAME | 2 | TEACHER |
| 3 | SCHOOL | 4 | DISTRICT |
| 5 | GENDER | 6 | GRADE |
| | | 7 | DATE OF BIRTH |

| LAST NAME | | | | | | | | | | FIRST NAME | | | | | | | | | | M |
|-----------|---|---|---|---|---|---|---|---|---|------------|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | |
| A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | |
| B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | |
| C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | |
| D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | |
| E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | |
| F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | |
| G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | |
| I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | |
| J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | |
| K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | |
| L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | |
| M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | |
| N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | |
| O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | |
| P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | |
| Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | |
| R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | |
| S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | |
| T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | |
| U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | |
| V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | |
| W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | |
| X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | |

| DATE OF BIRTH | | |
|---------------------------|-----|------|
| MONTH | DAY | YEAR |
| <input type="radio"/> Jan | | |
| <input type="radio"/> Feb | | |
| <input type="radio"/> Mar | 00 | 19 |
| <input type="radio"/> Apr | 11 | 11 |
| <input type="radio"/> May | 22 | 22 |
| <input type="radio"/> Jun | 33 | 33 |
| <input type="radio"/> Jul | 44 | 44 |
| <input type="radio"/> Aug | 55 | 55 |
| <input type="radio"/> Sep | 66 | 66 |
| <input type="radio"/> Oct | 77 | 77 |
| <input type="radio"/> Nov | 88 | 88 |
| <input type="radio"/> Dec | 99 | 99 |

| GENDER |
|------------------------------|
| <input type="radio"/> Female |
| <input type="radio"/> Male |

Place
Pre-ID Label
Here

Reminder
School or District Personnel:
Please ensure completion of
previous page for every student.

| STUDENT NUMBER | | | | | | | | | |
|----------------|---|---|---|---|--|--|--|--|--|
| | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | |

| | |
|---|--|
| <p>13 To be Completed by Students</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 1. Grade Enrolled (Select one only.) <input type="radio"/> 2 <input type="radio"/> 6 <input type="radio"/> 3 <input type="radio"/> 7 <input type="radio"/> 4 <input type="radio"/> 8 <input type="radio"/> 5 <input type="radio"/> 9 </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 2. Racial/Ethnic Background (Select one only.) <input type="radio"/> White (Not Hispanic) <input type="radio"/> Black or African American (Not Hispanic) <input type="radio"/> American Indian or Alaskan Native <input type="radio"/> Asian or Pacific Islander <input type="radio"/> Hispanic or Latino <input type="radio"/> Other/Multiracial </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 3. Did you start this school year at this school? <input type="radio"/> Yes <input type="radio"/> No </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 4. Number of Years in the School (Select one only.) <input type="radio"/> Less than 1 <input type="radio"/> 4 <input type="radio"/> 1 <input type="radio"/> 5 <input type="radio"/> 2 <input type="radio"/> 6 or more <input type="radio"/> 3 </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 5. Number of Years in the District (Select one only.) <input type="radio"/> Less than 1 <input type="radio"/> 4 <input type="radio"/> 1 <input type="radio"/> 5 <input type="radio"/> 2 <input type="radio"/> 6 or more <input type="radio"/> 3 </div> <div style="border: 1px solid black; padding: 5px;"> 6. Primary language spoken at home (Select one only.) <input type="radio"/> English <input type="radio"/> Navajo <input type="radio"/> Spanish <input type="radio"/> Other </div> | <p>15 To be Completed by School or District Personnel</p> <p>For English Learners and Reclassified Fluent English Proficient students, please answer questions 8-11.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 8. Level of English Proficiency (Select one only.) <input type="radio"/> EL (English Learner) <input type="radio"/> FEP (Fluent English Proficient) </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 9. Beginning in Grade 1, number of years classified as identified in Question 8, including the current school year (Select one only.) <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 or more <input type="radio"/> Records not available </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 10. In what type of EL Program is the student enrolled? (Select one only.) <input type="radio"/> Structured English Immersion <input type="radio"/> Mainstream English Classroom Bilingual with Waiver <input type="radio"/> Transitional bilingual education <input type="radio"/> Bilingual/bicultural <input type="radio"/> Dual language education </div> <div style="border: 1px solid black; padding: 5px;"> 11. Number of years in the EL Program identified in Question 10, including the current school year (Select one only.) <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 or more <input type="radio"/> Records not available </div> |
| <p>14 To be Completed by School or District Personnel</p> <div style="border: 1px solid black; padding: 5px;"> 7. Special Program Membership (Select all that apply.) <input type="radio"/> Title I <input type="radio"/> English Learner Program <input type="radio"/> 504 Accommodation <input type="radio"/> Migrant Education <input type="radio"/> Special Education <input type="radio"/> Gifted Education <input type="radio"/> Vocational Education <input type="radio"/> Home School </div> | <p>16 To be Completed by School or District Personnel</p> <div style="border: 1px solid black; padding: 5px;"> 12. Disabilities (Select all that apply.) <input type="radio"/> Autism <input type="radio"/> Emotional Disability <input type="radio"/> Hearing Impairment <input type="radio"/> Mild Mental Retardation <input type="radio"/> Moderate Mental Retardation <input type="radio"/> Multiple Disabilities <input type="radio"/> Multiple Disabilities with Severe Sensory Impairment <input type="radio"/> Orthopedic Impairment <input type="radio"/> Other Health Impairments <input type="radio"/> Severe Mental Retardation <input type="radio"/> Specific Learning Disability <input type="radio"/> Speech/Language Impairment <input type="radio"/> Traumatic Brain Injury <input type="radio"/> Visual Impairment <input type="radio"/> Braille <input type="radio"/> Large Print </div> |

Figure 4: Identification Grid on Answer Document, Page 3

ADAPTATIONS

Beginning in April 1998, the statewide norm-referenced test, the *Stanford 9*, was given to all students. Adaptations may be used for students who, in the past, would have been excluded from statewide testing. However, ONLY those adaptations necessary for an individual student in a particular content/domain area shall be used. For example, a student may need an adaptation in reading but not in mathematics.

Decisions about adapting or providing adaptations on *Stanford 9* must be clearly documented on the Individualized Education Program (IEP) and based on the individual student's needs. They should not be disability specific nor should they be based on performance expectations or reporting predictions.

The administration of the *Stanford 9* is Arizona's comprehensive accountability system that will include ALL students in district and statewide assessment. An alternate assessment [Alternate State Achievement Test (ASAT)] is currently available for students who would not benefit from the *Stanford 9* administered with adaptations. These students (probably only about one to two percent of the total student population) have disabilities so significant that they cannot participate meaningfully in the traditional assessment.

Definitions

Adaptations are changes made to the environment, curriculum, instruction and/or assessment practices in order for a student to be a successful learner. Adaptations include **accommodations** and **modifications**. Adaptations are based on an individual student's strengths and needs.

Accommodations are provisions made in *how* a student accesses and demonstrates learning. These do not substantially change the instructional level, the content, or the performance criteria. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known.

Modifications reflect changes in the test administration that affect standardization and, thus, the comparability of scores and may also involve substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content, or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities.

Adaptations WILL Be Acceptable During Testing

The reauthorization of the Individuals with Disabilities Education Act (IDEA) requires that Individual Education Plans (IEPs) include a statement of any individual adaptations a student will need to participate in state and districtwide assessment programs. States must assess students with disabilities in the regular state assessment, with adaptations provided, when necessary. For those students who cannot participate in the regular assessment, an alternate form of assessment must be provided. Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act concur.

What Kinds of Accommodations May Be Used?

The following accommodations may be used, if appropriate, in the administration of the *Stanford 9* without requiring an entry in column "J" in the "OTHER INFORMATION" section on the answer document IF all other provisions of the administration are in accordance with the test developer directions. In test administration, accommodations used should correlate with accommodations required by the student during instruction.

- | | |
|--|--|
| <input type="checkbox"/> Change time of day for administration | <input type="checkbox"/> Provide large-diameter pencil |
| <input type="checkbox"/> Provide special lighting or acoustics | <input type="checkbox"/> Provide pencil grip |
| <input type="checkbox"/> Secure paper to work area with tape or magnet | <input type="checkbox"/> Provide auditory amplification devices or noise buffers |
| <input type="checkbox"/> Provide adaptive or special furniture | <input type="checkbox"/> Sign oral directions using exact translation |
| <input type="checkbox"/> Provide slant board or wedge | <input type="checkbox"/> Sign or read written directions to student |
| <input type="checkbox"/> Administer test individually in a separate location | <input type="checkbox"/> Reread directions for each page |
| <input type="checkbox"/> Administer test in a small group | <input type="checkbox"/> Allow frequent breaks during testing |
| <input type="checkbox"/> Provide templates to reduce visible print | <input type="checkbox"/> Mark answers in test booklet |
| <input type="checkbox"/> Provide visual magnification devices | <input type="checkbox"/> Provide markers to maintain place |

Modifications

The following are examples of modifications that may be used in the administration of the *Stanford 9* but *require* an entry in column "J" in the "OTHER INFORMATION" section on the answer document. Again, the modifications used in test administration **MUST BE REQUIRED IN THE STUDENT'S IEP** and must correspond to modifications required for the student during instruction.

This list of modifications is not exhaustive, and the IEP team must make the determination of the type of modifications needed, if any. **Modifications may neither alter the content of the test nor provide inappropriate assistance to the student within the context of the test.** For example, a test of reading skills may not be read to the student.

- | | |
|--|--|
| <input type="checkbox"/> Follow flexible schedule | <input type="checkbox"/> Have computer read test to student |
| <input type="checkbox"/> Administer test in several shorter sessions | <input type="checkbox"/> Have teacher provide clarification |
| <input type="checkbox"/> Administer test over several extra days | <input type="checkbox"/> Provide STOP or arrow cues |
| <input type="checkbox"/> Underline/highlight verbs in directions | <input type="checkbox"/> Provide markers to maintain place |
| <input type="checkbox"/> Provide additional examples | <input type="checkbox"/> Provide graph paper |
| <input type="checkbox"/> Simplify language in directions | <input type="checkbox"/> Provide word processor or typewriter |
| <input type="checkbox"/> Give prompts/directions on tape | <input type="checkbox"/> Provide calculator, abacus, arithmetic tables |
| <input type="checkbox"/> Provide dictionary, spell check | <input type="checkbox"/> Out-of-level testing |
| <input type="checkbox"/> Increase size of answer bubbles | |

Out-of-Level Testing

Out-of-level testing can be done only if the student's IEP requires this modification. State law, A.R.S. § 15-741.A.8, requires students to be tested "at a level appropriate to their grade level." This is consistent with IDEA, which requires challenging state standards to be applied to all students. The intent of both federal and state law is to ensure that the same expectations apply to students with disabilities as apply to all other students.

Using a different level of the *Stanford 9* for a student is a modification of the content being assessed, not an accommodation. This significant modification must be documented on the student's IEP. The decision to administer a lower level of the standardized test must be based upon the student's individual needs and abilities. This decision should better enable us to determine the progress the student is making toward achievement of the state standards.

Coding the "OTHER INFORMATION" Field

Test administrators or Building Test Coordinators will be responsible for completing the coding required in the "OTHER INFORMATION" section of the Identification Grid on the student answer document. The "OTHER INFORMATION" section should be completed, using the two previous lists as guidelines.

In column "J" of the "OTHER INFORMATION" section on the student answer document, a code of "1"–"7" will be used to identify a specific domain in which the student received modification. The coding for the content area(s) to be excluded from aggregate reporting are as follows:

| <u>Bubble Position (Column J)</u> | <u>Content Area(s)</u> |
|-----------------------------------|------------------------------------|
| 1 | Reading |
| 2 | Mathematics |
| 3 | Language |
| 4 | Reading and Mathematics |
| 5 | Reading and Language |
| 6 | Mathematics and Language |
| 7 | Reading, Mathematics, and Language |
| 8 | Home Schooled Student |

| OTHER INFORMATION | | | | | | | | | |
|-------------------|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J |
| | | | | | | | | | 3 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

Figure 12:
"OTHER INFORMATION" Section

This coding will ensure that students tested with significant deviations from standardized testing procedures are not included in aggregate reports. Content areas not selected by the coding will be included in the summary reports. All students will be receiving a home report and an individual student report with content clusters irrespective of any special coding.

If you have any questions concerning adaptations, please contact:

Dr. Paul S. Young
Arizona Department of Education
Office of Academic Standards and Accountability
(602) 542-5031

Using the Otis-Lennon School Ability Test (OLSAT7) Answer Spaces (OPTIONAL)

The *Otis-Lennon School Ability Test*, Seventh Edition, testing is not part of the Arizona Student Achievement Program. However, **districts may choose to administer OLSAT7 at their own expense.** OLSAT7 should be administered the week **prior** to administering the *Stanford 9* tests. The answer spaces on the *Stanford 9* answer document provided for OLSAT7 (Grades 4–9) will be completed only if OLSAT7 is used in conjunction with the *Stanford 9* testing at district expense. At Grades 2 and 3, OLSAT7 is administered in a separate machine-scorable test booklet, therefore there are no answer spaces for OLSAT7 on the Primary 1, 2, or 3 test booklets/answer documents.

Beginning to Test

After the students have completed the information in the identification grid on the answer documents, proceed with the first session of *Stanford 9* achievement testing.

Refer to the *Directions for Administering* for the test administration instructions.

PROCEDURES FOLLOWING TEST ADMINISTRATION**Inspecting Answer Documents**

After testing, check each answer document to ensure that the following has been done.

1. Appropriate level and form administered (see Figure 1 on page 5).
2. The student's marks have been made with a black (No.2) lead pencil. (Light marks and marks made with a colored pencil, ink, or felt-tip pen cannot be properly scored. These should be marked over with a No. 2 pencil.)
3. The student's name has been recorded in both the print field box and printed and coded in the grid field. (Make sure only one bubble is filled in each of the columns provided.) **OR** the student's name has been recorded in the print field box and a Pre-ID label has been affixed to the proper spot.
4. All erasures are complete and neat.
5. The teacher or Building Test Coordinator has coded proper areas on the answer documents including the information requested in the "OTHER INFORMATION" section. (See the illustration on page 18.)

Organizing Answer Documents After Testing – Grades 2 through 9

Arrange the answer documents/machine-scorable test booklets so the page with the name grid is facing up and the margin containing the black horizontal bars is on the left. All answer documents are to be placed in classroom or grade-level stacks with a completed Scoring Service Identification (SSID) Sheet on top of each grade/class. The SSID Sheet must be completed. Instructions for doing this are on page 20 of this manual. OLSAT7, if taken at Grades 2 or 3, will use a separate machine-scorable booklet. OLSAT7 separate booklets should be placed on top of the *Stanford 9* booklets with a single SSID for the stack.

Place the paper band provided around each grade/class stack. (A paper band is a long piece of paper wrapped around the tests and fastened to itself with tape.) Do not bind answer documents with clips or rubber bands; this will damage answer document edges. The answer documents need not be alphabetized, as this will be done automatically by the computer.

BUILDING TEST COORDINATORS/TEST ADMINISTRATORS**SPRING 2003****Instructions for Completing the Scoring Service Identification Sheet****SIDE 1**

Print the information requested in the box located in the upper, right-hand corner.

- | | |
|--|--|
| A. SYSTEM | Print your district (preprinted). |
| B. CITY | Print your city (preprinted). |
| C. STATE | Print Arizona or AZ (preprinted). |
| D. SCHOOL | Print the name of the school as it is to appear on the Score Reports, plus the school code (preprinted). |
| E. GRADE | Print the grade tested. |
| F. TEST DATE(S) | If not preprinted, print the complete date testing began. |
| G. TEACHER, COUNSELOR OR GROUP | Print the appropriate name. |
| H. GRADE | Fill in the bubble for the grade tested. |
| I. OTIS-LENNON SEPARATE DOCUMENTS TAKEN? YES/NO | Mark YES if your students took OLSAT7 in separate booklets (Grades 2 or 3 only). |
| J. NUMBER OF DOCUMENTS | Complete with the number of <i>answer documents</i> (right justify). If OLSAT7 separate documents were taken, include the documents in the count (e.g., if 30 Grade 2 students took OLSAT7 and Stanford 9, the count would be 60). |
| K. SCHOOL NAME | Print the name of the school as it is to appear on the Score Reports in the blocks and fill in the appropriate bubbles for the school name (preprinted). |
| L. SCHOOL CODE (optional) | Obtain the school code number from the Master File Sheet; print and grid it in the school code section if it is not already preprinted. |
| M. CALCULATOR NORMS | Leave blank. |

SIDE 2

Complete Side 2 for organization of answer documents by classroom.

- N.** If you are using this side, please fill in this bubble.
- O.** Print in the boxes and fill in the appropriate bubbles below for the teacher, counselor, or group name.
- DO NOT grid the section titled "GROUP CODE."

Returning Materials

Each test administrator should return the completed answer documents bundled with the Scoring Service Identification Sheet to the Building Test Coordinator. All other test materials (test booklets, directions, scratch paper, and unused answer documents) should also be returned to the Building Test Coordinator.

Each Building Test Coordinator is responsible for returning all scorable materials (completed answer documents) to the District/Charter Holder Test Coordinator. The Building Test Coordinator may properly dispose of scratch paper used during testing.

Building Test Coordinators'/Test Administrators' Checklist

- ☐ 1) Verify that completed answer documents for Grades 3 through 9 and machine-scorable test booklets for Grade 2 have been correctly bubbled with the student's demographic information, i.e., student name, date of birth, etc. Confirm that the appropriate level and form have been administered (see Figure 1 on page 5).
- ☐ 2) Check all reusable test booklets carefully for any answer documents.
- ☐ 3) Complete the Scoring Service Identification (SSID) Sheets for your class or grade. Please check that the grade, number of documents, and OLSAT7 administration bubbles have been completed correctly. If it is necessary to use a blank SSID Sheet instead of a preprinted one, please make sure that the gridded school name is identical to the one on the Master File Sheet.
- ☐ 4) Arrange the machine-scorable test booklets/answer documents with the name grid facing up. Documents do not need to be alphabetized. OLSAT7, if taken at Grades 2 or 3, will use a separate machine-scorable test booklet. OLSAT7 booklets (Grades 2 or 3 only) should be placed on top of the *Stanford 9* booklets with a single SSID Sheet for the stack. Use the paper bands supplied to band all the documents together. Do not use clips or rubber bands. Be sure to include the SSID Sheet with your documents.
- ☐ 5) Return machine-scorable test booklets/answer documents to your District/Charter Holder Test Coordinator for further processing before shipping to the Scoring Center in San Antonio, Texas. Reusable test booklets, unused practice tests, directions, and unused answer documents will be returned to the district as directed by your District/Charter Holder Test Coordinator.
- ☐ 6) Contact your District/Charter Holder Test Coordinator if you have any questions.

APPENDIX A

PRELIMINARY PREPARATION FOR TESTING

TEACHER ATTITUDES

Proper test administration, although frequently overlooked, is an important part of the testing process. Though no specific person or group can claim to be the crucial link in the testing program, certainly the person who is responsible for administering the test to the students, at any level, is an important variable that must not be overlooked when examining the results.

It is necessary that teachers view the testing program in a positive light. Students easily receive signals (both positive and negative) from teachers. If teachers are unsympathetic to a testing program, if they view it as unimportant or if they generally exhibit a negative attitude toward it, that attitude is readily detected by students and could be reflected in their test results. If the testing program is viewed as important by the teachers who are involved in it, it is more likely that students will also view the program as important and worth taking seriously.

Those teachers who view the testing process as important to their overall instructional program will want to establish a healthy environment for the test administration. The room where the testing will take place, the lighting, ventilation, and seating arrangements are all important to the process. If these matters are not adequately addressed, they may impact negatively on the test results.

Teachers' expectations about student performance also play an important role in the testing program. If teachers have high (but not unrealistically high) expectations for their students, it is more likely that students will perform at their best. Mediocre expectations on the part of the teachers are likely to generate mediocre performance on the part of the students.

STUDENT ATTITUDES

An important axiom in the testing process is that test results tend to reflect more than just the acquisition (or lack of acquisition) of the skills being measured by the test. A student's test scores will also reflect, in part, the attitudes which that student brings to the test setting. It is always assumed that positive student attitudes toward the testing process will yield better estimates of their achievement.

There are many reasons why students bring negative attitudes to the testing process. Included among them are the following perceptions which students tend to form as a result of unfavorable testing conditions and/or lack of follow-up after test results are received:

- The testing program lacks importance;
- The tests are too difficult;
- The tests are too easy;
- Teachers do not seem to care;
- Parents do not seem to care;
- Testing conditions are not conducive to good concentration;
- Test directions are vague and/or confusing; and
- Test results are unknown, misunderstood, or unimportant.

APPENDIX A

An appropriate goal of instruction throughout the school year, then, is to address the reasons that are likely to cause negative student attitudes. It is unlikely that such issues can be effectively eliminated in a few minutes prior to the administration of the tests. They must be a continuing concern to teachers and administrators, and included in day-to-day activities in the classroom.

Teacher attitudes and student attitudes are inextricably linked. Student motivation, understanding, level of seriousness, and diligence can be affected by the teacher. The environment which has been pre-established in the classroom over many months is a vital element in student performance on tests.

PARENTAL ATTITUDES

Just as parental attitudes play an important role in influencing student attitudes toward learning, they can also be crucial to student test performance. In this context, it is important that the school systematically communicate with the parents about the testing program's purposes and importance.

Parents should be kept informed about the testing process. This can help alleviate some of the anxiety and tension which some students experience with tests. Parents must understand that unrealistic expectations can have as negative an effect on their children as no expectations at all. Parents are in a unique position to help motivate their children to do their best. It is crucial that parents communicate clearly to students that although the test results are important, the student is revered as worthwhile even if test results do not meet expectations. The demonstration of this attitude by both parents and teachers will help alleviate much of the student's fear of taking tests. In addition to demonstrating a positive attitude, parents should be certain that the children have had sufficient nourishment and rest so that they will be in the best possible physical condition when the tests are administered.

APPENDIX B

TIME SCHEDULE FOR TEST ADMINISTRATION

NOTE: Allow sufficient time (approximately 5 minutes) before students begin the subtest to distribute booklets, read directions, and make other necessary preparations. This preparation time is not included as part of the stated subtest time limit.

| | READING VOCABULARY K* T** | READING COMPREHENSION K* T** | MATHEMATICS K* T** | MATHEMATICS PROBLEM SOLVING K* T** | MATHEMATICS PROCEDURES K* T** | LANGUAGE FORM TA K* T** | WORD STUDY SKILLS K* T** | WORD READING K* T** |
|------------------------|---------------------------------|------------------------------------|-----------------------|---|-------------------------------------|----------------------------------|-----------------------------------|---------------------------|
| Primary 2 Grade 2 | 30 20 | 40 40 | — | 46 50 | 28 30 | 46 40 | 48 25 | — |
| Primary 3 Grade 3 | 30 20 | 54 50 | — | 46 50 | 30 30 | 54 45 | — | — |
| Intermediate 1 Grade 4 | 30 20 | 54 50 | — | 48 50 | 30 30 | 54 45 | — | — |
| Intermediate 2 Grade 5 | 30 20 | 54 50 | — | 48 50 | 30 30 | 54 45 | — | — |
| Intermediate 3 Grade 6 | 30 20 | 54 50 | — | 48 50 | 30 30 | 54 45 | — | — |
| Advanced 1 Grade 7 | 30 20 | 54 50 | — | 50 50 | 30 30 | 54 45 | — | — |
| Advanced 2 Grade 8 | 30 20 | 54 50 | — | 52 50 | 30 30 | 54 45 | — | — |
| TASK 1 Grade 9 | 30 20 | 54 40 | 48 45 | — | — | 54 45 | — | — |

K* = Number of Items

T ** = Time in Minutes

SUBTESTS WITH MULTIPLE SITTINGS AND ATTEMPTEDNESS CHECKS

A student will receive a DNA (Did Not Attempt) score when they have not answered all items that make up the attemptedness check(s) for the subtest.

Definitions

Sitting — A portion of a subtest that begins with a sample item or follows a stop sign.

Attemptedness check — A specific set of items that must be answered to obtain a score for a subtest. There are two types of attemptedness checks—one for multiple sitting subtests and one for single sitting subtests.

Multiple Sitting Subtests: A student must answer 3 of the first 6 items at each of the checks listed to meet the attemptedness check. If a sitting has 3–6 items, then a minimum of 3 items must be attempted to meet the attemptedness check. If a sitting has less than 3 items, then all items in the sitting must be answered to meet the attemptedness check.

Single Sitting Subtests: A student must answer 3 of the first 6 items in the subtest or 10 items anywhere in the subtest to meet the attemptedness check.

Note: Whenever a subtest is determined to be DNA, the corresponding Total as well as the Basic Battery and Complete Battery scores will be DNA. Whenever a subtest that contributes to Using Information and/or Thinking Skills is determined to be DNA, the Using Information and/or Thinking Skills score will be DNA.

See the table on page 27 for a complete list of Stanford 9 and OLSAT7 attemptedness checks.

APPENDIX B

SUBTESTS WITH MULTIPLE SITTINGS AND ATTEMPTEDNESS CHECKS

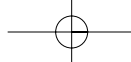
| STANFORD 9 ATTEMPTEDNESS | | | |
|--------------------------|-----------------------|-------------|---------------|
| LEVEL | TEST | NO. SITTING | CHECK ATTEMPT |
| PRIMARY 2 | Word Study Skills | 4 | 1, 5, 9, & 13 |
| | Reading Vocabulary | 3 | 1, 19, & 25 |
| | Reading Comprehension | 1 | 1 |
| | Math Problem Solving | 1 | 1 |
| | Math Procedures | 1 | 1 |
| | Language - (Form TA) | 4 | 1, 5, 9, & 39 |
| PRIMARY 3 | Reading Vocabulary | 3 | 1, 19, & 25 |
| | Reading Comprehension | 1 | 1 |
| | Math Problem Solving | 1 | 1 |
| | Math Procedures | 1 | 1 |
| | Language (Form TA) | 1 | 1 |
| INTERMEDIATE 1 | Reading Vocabulary | 3 | 1, 17, & 24 |
| INTERMEDIATE 2 | Reading Comprehension | 1 | 1 |
| INTERMEDIATE 3 | Math Problem Solving | 1 | 1 |
| ADVANCED 1 | Math Procedures | 1 | 1 |
| ADVANCED 2 | Language - (Form TA) | 1 | 1 |
| TASK 1 | Reading Vocabulary | 3 | 1, 17, & 24 |
| | Reading Comprehension | 1 | 1 |
| | Mathematics | 1 | 1 |
| | Language (Form TA) | 1 | 1 |

OLSAT ATTEMPTEDNESS CHECKS

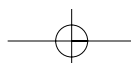
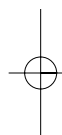
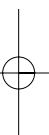
A student must attempt 3 of the first 6 items at each of the checks listed below.

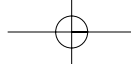
| LEVEL | CHECK ATTEMPT |
|--------------|-----------------|
| A, B, & C | 1, 13, 25, & 41 |
| D, E, F, & G | 1 |

NOTES

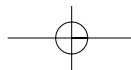
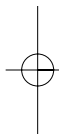
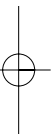


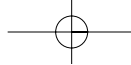
NOTES



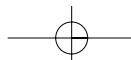
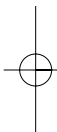
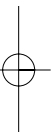


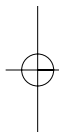
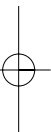
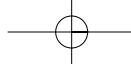
NOTES





NOTES





1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

ISBN 999-8259-47-9



9 789998 259478

